

ORIGINAL

## Need for Fidel Castro's environmental thought in the teaching-learning process of Marxism-Leninism

### Necesidad del pensamiento ambiental de Fidel Castro en el proceso de enseñanza-aprendizaje de marxismo-leninismo

Keily Alicia Ramos-Moreno<sup>1</sup>  , José Rolando Vázquez-Labrada<sup>1</sup>  , Magdalena Moreno-Martínez<sup>1</sup>  

<sup>1</sup>Universidad de la Isla de la Juventud "Jesús Montané Oropesa". Isla de la Juventud, Cuba.

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Corresponding author: Keily Alicia Ramos-Moreno 

#### ABSTRACT

**Introduction:** Cuban educational policy establishes the need to integrate Fidel Castro's thinking and environmental education as a fundamental part of university students' education, with the aim of fostering critical awareness and commitment to sustainable development and environmental protection.

**Objective:** to reveal the need to take advantage of the potential of Fidel Castro's thinking for the environmental education of university students through its incorporation into the teaching-learning process of Marxism-Leninism courses.

**Method:** the research was guided by the dialectical-materialist method. Documentary and analytical-synthetic methods of analysis were used. Twenty-two bibliographies were consulted.

**Results:** a characterization was made of the state of environmental education in the teaching-learning process of Marxism-Leninism. As a result, it was possible to methodologically dose those elements of Fidel's work to be incorporated into each subject through a system of activities that made it possible to transform the reality of a teaching-learning process of Marxism-Leninism subjects in which environmental education was weak and where the potential of Fidel Castro's environmental thinking was not being exploited for its improvement. This was part of one of the authors' master's thesis. The necessary teaching materials were developed. The results have been presented at grassroots, municipal, national, and international events, which has made it possible to increase the discipline's contribution to the quality of the comprehensive training process for future professionals.

**Conclusions:** the potential of Fidel Castro's environmental thinking was identified, revealing the need to take advantage of it in the teaching-learning process of Marxism-Leninism courses as a tool to promote a sustainable environmental culture among university students.

**Keywords:** Comprehensive Training of University Students; Sustainable Development Goals; Strategy for Environmental Education; Fidel Castro's Thought; Fidel Castro's Environmental Thought.

#### RESUMEN

**Introducción:** la política educacional cubana establece la necesidad de integrar el pensamiento de Fidel Castro y la educación ambiental como parte fundamental de la formación de los estudiantes universitarios, con el fin de fomentar una conciencia crítica y comprometida con el desarrollo sostenible y la protección del medio ambiente.

**Objetivo:** revelar la necesidad de aprovechar las potencialidades del pensamiento de Fidel Castro para la educación ambiental del estudiante universitario a través de su incorporación en el proceso de enseñanza-aprendizaje de las asignaturas de Marxismo-leninismo.

**Método:** la investigación estuvo regida por el método dialéctico-materialista. Se emplearon los métodos de análisis documental y analítico-sintético. Se utilizaron 22 bibliografías.

**Resultados:** se realizó una caracterización del estado en que se encontraba la dimensión educación ambiental en el proceso de enseñanza-aprendizaje de Marxismo-leninismo. Como resultado se logró dosificar metodológicamente aquellos elementos de la obra de Fidel a incorporar en cada asignatura a través de un sistema de actividades que permitió transformar la realidad de un proceso de enseñanza-aprendizaje de las asignaturas de la disciplina Marxismo-leninismo en que era débil la educación ambiental, y donde se desaprovechaban las potencialidades del pensamiento ambiental de Fidel Castro para su perfeccionamiento; la misma formó parte de la tesis de Maestría de uno de los autores. Se elaboraron los materiales docentes necesarios. Los resultados han sido presentados en eventos de base, municipales, nacionales e internacionales, lo que ha permitido elevar la contribución de la disciplina a la calidad del proceso de formación integral del futuro profesional.

**Conclusiones:** se identificaron las potencialidades del pensamiento ambiental de Fidel Castro, lo que reveló la necesidad de aprovecharlo en el proceso de enseñanza-aprendizaje de las asignaturas de la disciplina Marxismo-leninismo, como herramienta para promover una cultura ambiental sostenible en los estudiantes universitarios.

**Palabras clave:** Formación Integral del Estudiante Universitario; Objetivos de Desarrollo Sostenible; Estrategia para la Educación Ambiental; Pensamiento de Fidel Castro; Pensamiento Ambiental de Fidel Castro.

## INTRODUCTION

Throughout its history, Cuba has developed an environmental philosophy that is deeply rooted in universal doctrines and Cuban revolutionary thought. José Martí is undoubtedly a leading figure in this field. His revolutionary conception equally encompasses, in this aspect of his culture, his ideas on the relationship between man and nature, as well as with his fellow man, which were significantly enriched by the adoption of Marxism and Leninism in the country from the late 19th century to the present.

Fidel Castro's environmental thinking is a masterful synthesis of that legacy, creatively applied to the historical conditions in which he carried out his prolific work, which allowed him to enrich it both in theory and in practice.

This treasure trove of ideas, inherited from humanity's ancestors and Cuba, as well as from the growing awareness in the international community, finds legal support in laws, regulations, and accumulated experience in shaping the new person that Cuba and humanity need.

Hence, it is possible to identify key moments that demonstrate the Cuban government's commitment to instilling knowledge, habits, and values in its citizens to address environmental issues and conserve natural resources, as well as foster attitudes that align with nature, through the National Education System.

- Inclusion in curricula and programs of content related to flora, fauna, human health, and the environment (1975).
- Constitution of the Republic of Cuba (1976), Article 27.
- The environmental dimension was introduced as part of the comprehensive training and preparation of teaching staff (1979).
- "Law No. 33 on Environmental Protection and Rational Use of Natural Resources" (1981), the first environmental legislation in Cuba, created the National Commission for the Protection of the Environment and National Resources.
- National Seminars on Environmental Education (1979-1989), exchanges of experiences on formal and non-formal environmental education were held.
- Decree Law 118, "Structure, Organization, and Functioning of the National System for Environmental Protection" (1990).
- Creation of interest groups and scientific societies focusing on environmental issues and holding competitions to celebrate dates related to the environment (Circulars 41/83 and 91/85).
- Plan for the development of environmental education in higher education institutions in the Republic of Cuba (1990).
- The Convention on Biological Diversity and the United Nations Framework Convention on Climate Change were signed (1992). From that moment on, the concept of sustainable development was introduced in the country.
- National Program for the Environment and Development (1993). It was adapted for each territory of the country.
- The Ministry of Science, Technology, and Environment was created (1994).

- Three national workshops on environmental education were held at the Higher Pedagogical Institutes. (1992-1996)
- Environmental Education Strategy in Teacher Training and Development (1997). Guiding principles are presented with basic environmental concepts for its development.
- Law 81 on the Environment (1997).
- Plan for the Development of Environmental Education in Institutions of the Republic of Cuba (Circular 10, 1990).
- Environmental Dimension-Curriculum Planning: Strategy for its Incorporation into Education Degrees (1999).
- Study Plan “E” (2016), addresses the curriculum strategy of “environment” or “environmental education” interchangeably.<sup>(1)</sup>
- La Tarea Vida, the State’s plan to tackle climate change (2017).
- The document “Bases of the National Economic and Social Development Plan until 2030: Vision of the Nation, Strategic Axes and Sectors” (2017) sets out the country’s strategic axes, including natural resources and the environment.
- The Environmental Strategy of the Ministry of Higher Education (2017-2021)
- National Plan for Food Sovereignty and Nutritional Education (2020)
- National Environmental Strategy (2021-2025)
- Law 150/2022 “On the Natural Resources and Environment System”

All these regulations and guidelines are essential elements in the training that the university provides to professionals, benefiting both Cuban society and humanity as a whole.

Environmental education, as part of educational policy, is implemented in higher education through various study plans. In the particular case of Plan “E”,<sup>(1,2)</sup> the base document specifies the professional model, the teaching process plan, the discipline programs, and the methodological guidelines. These express the need to train competent professionals who are committed to caring for nature, as well as the role that Fidel Castro’s environmental thinking should play in students’ environmental education.

The authors of this work aimed to highlight the potential of Fidel Castro’s thought for environmental education among university students by incorporating it into the teaching-learning process of Marxism-Leninism courses.

## METHOD

A bibliographic search was conducted to identify:

- a) Documents that legally regulate the need for environmental education for university students.
- b) The requirements set forth by Cuban educational policy regarding the incorporation of environmental education into the comprehensive training of university students and the reinforcement of the study of Cuban history and Marxism-Leninism. Essential in this regard were: the resolution on the study of Marxism-Leninism in Cuba (1975), plenary sessions of the Central Committee of the PCC (among others, that of December 2021), speeches by its First Secretary and President of the Republic, Miguel Díaz-Canel, the conceptualization of the socialist economic and social development model, and the National Development Plan until 2030 (2017).
- c) The requirement is for a policy-oriented study of Fidel Castro’s thought. In this regard, a review was conducted of the speeches, interviews, reflections, and other documents of the Commander-in-Chief to identify their potential for comprehensive training of university students, particularly in relation to his conception of the environment as a means of enhancing environmental education for future professionals.
- d) How these legal requirements are reflected in the current curriculum: base document, professional model, Marxism-Leninism program, methodological guidelines.
- e) How these requirements are implemented in the teaching-learning process of the subjects that make up the discipline. This involved interviews and surveys with students and teachers, classroom visits, a review of the course file, and an examination of the methodological work plans of the discipline’s groups and their courses, as well as the department’s improvement plan.
- f) The results of research carried out on the subject by both Cuban and foreign researchers.

To this end, the authors of this work relied on the materialist dialectical method, as it enables the study of the subject (environmental education of university students) in all its relationships and its concretization through theoretical and empirical approaches. The bibliographic search was conducted using two methods: historical-logical and analytical-synthetic.

The actions aimed at obtaining the data that allowed us to evaluate the actual state of the object involved scientific observation, interviews with teachers, and a survey of students.

Empirical methods made it possible to characterize the object and the extent to which it could be transformed based on the potential of Fidel Castro's environmental thinking. To this end, it was taken into account that this is a dimension of student training that, in turn, cuts across the three dimensions or processes of professional training: instruction, education, and development, guided by the two guiding principles that determine its nature as a system: the unity between instruction and education and the link that must exist between study and work. The result is reflected in the way professionals act once they graduate from university.

The indicators for each dimension, aimed at assessing its actual status, its gradual transformation, and whether or not it has reached the desired state, were:

a) Instruction: knowledge systems, habit formation, and the development of skills for independent work and socialization. This involves assessing the extent to which, from the objective, it is oriented towards the development of habits and skills for independent work for the acquisition of knowledge and its socialization through different channels (practical classes, seminars, workshops, discussion classes, participation in scientific events, publication of articles and on digital networks, or others).

b) Education: acquisition of personality traits, feelings, and convictions that determine one's attitude toward nature and society. This involves assessing the extent to which, from an objective perspective, it is oriented towards the assumption of environmental values that are manifested in their practical attitude towards nature and other human beings.

c) Development: acquisition of professional skills, including research skills, which, together with the values of commitment to the Revolution and socialism, enable successful performance as a professional in the service of sustainable development in the territory.

This involves assessing the extent to which, based on the objective, they are oriented towards connecting with the real needs of the municipality's economic and social development (social institutions, including companies and their entities) in harmony with the environment, based on professional problems at the grassroots level.

## RESULTS

A characterization was made of the state of environmental education in the teaching-learning process of Marxism-Leninism. The regularities were as follows:

a) Teachers had limited knowledge of the guiding documents related to educational policy in the context of environmental education.

b) Likewise, there is a lack of in-depth knowledge of fundamental issues surrounding the theory of environmental education.

c) Insufficient knowledge of the 2030 Agenda and, therefore, of ways to address sustainable development goals as part of students' environmental education.

d) Lack of knowledge of Fidel Castro's environmental thinking and the texts in which it is found.

e) Insufficient use of the potential of this thinking to improve students' environmental education, which was reflected in its weak incorporation into the instruction, education, and development of students, that is, based on the objective, method, and means, the acquisition of knowledge, the development of habits and skills for independent and general intellectual work, the formation of values, and the appropriation of professional skills, including research skills.

The programs for each of the subjects in the Marxism-Leninism discipline for the different degree programs were enriched by systematizing, in each of the topics where it was possible, and in the components of the teaching-learning process, Fidel Castro's environmental thinking, as well as the sustainable development goals, closely linked to his thinking on the environment.

There is very little material available in the basic literature on this topic, which is why support materials were developed for students and teachers.

A system of teaching activities was developed as part of a broader outcome: a pedagogical concept for environmental education of university students, based on Fidel Castro's thinking.

The results also include the master's thesis of one of the authors, which aimed to incorporate the Sustainable Development Goals into the Philosophy course in the Agronomy degree program and was defended with excellent results.

Similarly, two materials were submitted to the competitions organized by the Union of Cuban Historians, "Cuba between 1959 and 1976. Constructions and Challenges" (2019) and "Cuba between 1976 and 2016. Constructions and Challenges" (2021). These works demonstrate that Fidel had a conceptualization of the links between Martí's thought, Marxism, and Leninism that diverged from the prevailing view in the country's academic and research circles. It includes, of course, Fidel's environmental thinking, his connection to the legacy of Martí, Marxism, and Leninism, as well as the contradictions and problems of humanity.

## DISCUSSION

The protection of natural living conditions has become the most critical task facing humanity in today's world. The concern of scientists and world leaders about global problems, particularly environmental damage, dates back to the 1960s.

However, Cuba has the privilege of having a figure like José Martí, who foresaw this present situation as early as the 1880s. In Martí's writings from those years, his concern about the damage that humans were causing to nature, even then, with their irrational and predatory economic activity on natural resources, is easily perceptible. However, he also reflected on the situation of poverty and misery in which the masses in the United States found themselves, particularly workers and their descendants.

Fortunately for Cubans, his greatest disciple continues to pursue his concerns at a time when they have become a concern, but not an occupation, for all of humanity. In all international forums, Cuba, through the voices of its leaders and diplomats, has made a tremendous effort to denounce the challenges facing the world. An example of this was the activity carried out by Fidel and Che, among others.

The country's policy has been consistently aligned with its international stance and UN strategies, as well as with its economic and social development needs, as revealed in the guiding documents issued by the 6th, 7th, and 8th Congresses of the Communist Party of Cuba and endorsed by the National Assembly of People's Power, the guidelines,<sup>(3)</sup> the conceptualization and the economic development plan until 2030: strategic axes and sectors.

Fidel Castro first addressed the problems of humanity's relationship with nature at an event held by the Cuban Speleological Society in 1960. "And if geography is interesting," he said, "because it is the setting in which man lives, man must necessarily be even more interesting than the very nature in which he lives."<sup>(4)</sup>

A few years later, he pointed out that "Man transforms nature as he develops, as his technology grows; man revolutionizes nature, but nature has its laws, and nature cannot be revolutionized with impunity."<sup>(5)</sup>

Both ideas rest on the relationship between man and nature, without which the individual cannot exist, an issue that runs through the entire history of philosophy since ancient times. However, it was from the 1970s onwards, particularly since the Seventh Summit of the Non-Aligned Movement in Havana (1979), that his concern for the destruction of natural living conditions became systematized in his actions, both in practice and in theory.

But in Fidel, as in Martí, the problem of the destruction of natural living conditions (he tirelessly denounces the destruction of forests, water pollution, soil erosion, air pollution, etc.) is dialectically intertwined with the situation of poverty and misery of millions of human beings, who are therefore easy targets for hunger, unsanitary conditions, disease, illiteracy, marginalization, discrimination based on race, sex, ethnic origin, nationality, religion, unemployment, and slums. He blames consumer societies for this serious situation and, although he believes that the ultimate solution lies in the destruction of capitalism and the construction of a new society, for which society is not yet sufficiently mature, he proposes a series of actions that promote awareness and the organization necessary to change the current world for a better one. Among them:

1. Consolidating political independence through economic emancipation.
2. Abolishing the current international economic order because it does not correspond to the interests of humanity and its salvation if the natural conditions of life are to be saved.
3. Mobilize the efforts of all humanity. However, it considers that the most important thing is the decision, spirit, capacity, and will to achieve this through our own efforts, for which the integration of the peoples of the underdeveloped world and South-South cooperation are essential (the BRICS countries are currently leading the way in this direction).
4. Cuba not only defends its right to development but also the right to development of the entire underdeveloped world and contributes its human resources to this end.
5. Allocate the resources of the arms race to development.
6. Make rapid progress in establishing a new international economic order.
7. Abolish protectionism and external debt.
8. Change the international financial system.
9. Strengthen economic relations and technology transfer among countries through collective self-sustainability. Seek to depend on one's own efforts and resources (concept of Revolution).
10. Solve the energy problem by contextualizing it historically: the wasteful and exploitative role of the developed world with its large transnational monopolies and environmental pollution.
11. Counteract the exploitative role and practices of transnational corporations.
12. Need for international financing.

For this reason, Fidel Castro insists that, although fighting for the solution of these serious problems is everyone's responsibility, particularly that of the developed capitalist countries, we cannot expect charity from them and, therefore, we must demand action from them. To this end, it is essential to rely on our own efforts



and resources, in which integration is a crucial aspect.

Since the 1960s, the United Nations has implemented development strategies aimed at resolving the contradictions and problems affecting humanity, including the adoption of a new international economic order (1974), the Millennium Development Goals (2000-2015), the Decade of Education for Sustainable Development (2005-2014), and the 2030 Agenda, which is, in fact, its logical continuation, aimed at meeting that need and containing seventeen goals for its achievement. Cuba has developed and implemented a State Plan, Tarea Vida, with short-, medium-, and long-term goals that, together with other actions, aim to ensure the fulfillment of this agenda.

The UN strategy will guide the work of States to be carried out between 2016 and 2030. Its results will not disappear at the end of that period. To this end, it is necessary to educate individuals who, aware of the need for sustainable development, will promote its objectives in time and space based on their responsibilities as citizens and professionals.

Environmental education, which will be the result of the actions of multiple agents, must catalyze this process of awareness-raising. One of these agents is educational institutions. Undoubtedly, higher education is called upon to play a fundamental role in this task, given its mission to train the professionals needed by the Pinar del Río region, Cuba, and all of humanity, equipped with a deep economic, scientific, humanistic, ethical-moral, legal, and environmental culture; committed to the defense of the homeland, socialism, the just causes of humanity, and the protection of nature, with their own arguments; competent in professional performance, the achievement of sustainable development, the exercise of virtuous citizenship, and capable of creatively solving practical problems.<sup>(1)</sup>

There is an extraordinary wealth of pedagogical and other research on the environmental education of university students, both by national and international authors. Among its most important contributions are:

The systematization of the historical and theoretical foundations that support it, ranging from the Stockholm Conference or First Earth Summit (1972) to the United Nations 2030 Agenda (2016), including Belgrade (1975), Tbilisi (1977), and the Brundtland Commission (1983); the Brundtland Report (1987), Moscow (1987), the Rio Summit (1992), Rio + 10 (Brazil, 2002), Rio +20 (Johannesburg, 2012), events to which are added others of universal and regional importance, but no less significant.

Cuba, which, as has been mentioned, has prominent figures in its revolutionary thought, such as José Martí, who left behind a conception of the relationship between humans and nature, as well as other human beings, has consistently been in line with international advances in environmental education. In addition to the legal documents that regulate it, there are Fidel's contributions, both theoretical and practical, as well as the contributions of hundreds of researchers on the subject.

The theoretical construction of any concept is a long, complex, and dialectical process, many of which have deep historical roots. This is the case with the idea of environmental education, whose origins date back to the 1970s, but it has a long history. Its formation is also a product of academic and scientific debate. In other words, history, theory, and practice are at its core.

In the debate over whether development in harmony with nature is possible, some argue that it cannot be achieved, considering the two concepts to be irreconcilable. According to Martínez, the terms "growth" and "environment" are contradictory, two old enemies that are impossible to reconcile.<sup>(6)</sup>

For their part, Linz et al.<sup>(7)</sup> consider it impossible to desire both greater economic growth and a decent future for future generations, denying that economic growth and the protection of the biosphere can be achieved simultaneously.<sup>(7)</sup> However, they refer to the concept of development in its traditional, conventional sense, which means, in the opinion of the authors of this work, that development must be understood in a new dimension, in terms of its sustainability, which implies protecting natural resources if we want to bequeath to future generations the possibility of using them to satisfy their needs.

Man's relationship with nature has a positive impact on him, as it allows him to obtain the means to satisfy his needs; however, it also leaves a negative mark on his existence. History demonstrates this. Humans can only live in relation to their environment, to their natural object. This link is the hallmark that distinguishes and determines their existence. Human beings are, first and foremost, a product of nature, and it is only in relation to their environment, through activity, that they can obtain the means to satisfy their needs.

Nature is the only source of wealth. Through work, the basic condition of their life, humans transform it into goods for use and consumption to satisfy their needs. Regimes based on the exploitation of humans have led to the overexploitation of natural resources, a phenomenon that capitalism has exacerbated to the maximum. This has resulted in the depletion of non-renewable resources, as well as environmental pollution, which is essential for humanity's survival.

Thus, from a philosophical point of view, man's relationship with nature and the theory of activity, particularly the way in which he produces, distributes, exchanges, and consumes the results of production, are the philosophical foundations of the issue of sustainable development.

Since Stockholm (1972), the concept of environmental education has developed, always marked by the

historical and social conditions prevailing in each era and, particularly, by the stamp imposed on it by class interests and the predominance in the international arena of the ambitions of the economically and politically dominant elites in the West.<sup>(8)</sup>

The Earth Summit, also known as the Rio Summit (1992), was based on the report “Our Common Future,” which introduced the concept of sustainable development. The final declaration states that environmental education is necessary to change attitudes that are incompatible with sustainable development and therefore requires its incorporation at all levels of education, study programs, and teaching-learning methods. It must be cross-cutting, intra- and interdisciplinary, and encompass the economic, social, and environmental spheres to contribute to sustainable development.<sup>(5)</sup>

In Istanbul (1996), the “Habitat II” summit was held to discuss the future of environmental education in the 21st century. The role played by non-governmental organizations (NGOs) in the development of environmental education and the need for global legislation to protect the environment were recognized. Since then, in the mid-1990s, the concept of sustainable development has guided ecological education, and in some areas it has been replaced by schooling for sustainable development.<sup>(8)</sup>

The Thessaloniki Conference (1997) reinforced the concept of sustainable development. It introduced the idea of planetary viability, which encompasses not only environmental considerations but also requires attention to poverty, population, health, food security, democracy, human rights, peace, and social justice. It is an ethical and moral imperative that demands respect for cultural diversity and traditional knowledge.<sup>(8)</sup>

In this sense, education becomes a fundamental tool for resolving the profound contradictions and problems facing humanity and ensuring the sustainability of development. This requires that systems, policies, theory, and pedagogical practice be oriented in line with the new dimension. However, education for sustainable development incorporates the principles and contributions of environmental education, making it a more comprehensive approach to sustainability.

The concept of education for sustainable development arises from the characteristics of environmental issues, combined with the failure to meet basic needs such as education, health, employment, and poverty. It draws on the content of environmental education and traditional ancestral knowledge, as well as ethnic and national diversity.

The UN declared the “Decade of Education for Sustainable Development” between 2005 and 2014, a recommendation that emerged from the Johannesburg Summit, which became a propitious stage for revisiting the ideas that environmental education had been forging as one of the ways to make sustainable development possible.<sup>(9,10)</sup>

Among the definitions of environmental education, the authors adopt, in line with the interests of this research, the definition of environmental education provided by the National Assembly of People’s Power of the Republic of Cuba in Law 150/2022 “On the Natural Resources and Environment System,” which states: “It is a continuous and permanent process that becomes a dimension of the comprehensive education of university students, aimed at the acquisition of knowledge, the development of habits, skills, abilities, and attitudes in the formation of values that favor the adoption of lifestyles and consumption practices compatible with sustainable development”.<sup>(11)</sup> Environmental education thus emerges as a dimension that cuts across the three dimensions of the educational process: instruction, education, and development. Therefore, the definition assumed responds to the research objectives.

Consequently, environmental education in the university context has been studied by various authors, both internationally and nationally.<sup>(12,13,14,15,16)</sup> The results of this research primarily focus on the study of environmental content, biodiversity, the environmental dimension, the protection of fauna and soils, and interdisciplinary approaches, as well as the gender perspective. They constitute theoretical and methodological contributions because they have enabled the study of different concepts.

Similarly, valuable research related to Fidel Castro’s environmental thinking was found in the literature, specifically,<sup>(17,18,19,20,21,22)</sup> which constitutes viable contributions to the present study.

The authors referred to have studied the influence of Fidel Castro’s environmental thinking on student education at different educational levels and in other contexts. Likewise, they direct their research towards revealing the relationship between economic and social development, the rational and sustainable use of natural resources, the role of universities, the professional performance of teachers, environmental culture, environmental attitudes, and the protection and conservation of natural heritage in the face of the challenges of the new century. In addition, they contribute scientific results in the form of activity systems, various types of strategies (methodological, pedagogical, and didactic), and methodologies.

The authors of this article designed and implemented a system of activities to incorporate Fidel’s environmental thinking into the environmental education of students at the University of Isla de la Juventud “Jesús Montané Oropesa.” They define a system of activities as a set of closely linked tasks and actions that are pedagogically structured within the teaching-learning process of the subjects, developing skills specific to the knowledge of particular sciences and, in particular, pedagogy, which leads to teaching validity.

The system of activities for incorporating Fidel Castro's environmental thinking into the PEA of Marxism-Leninism is defined as the "set of closely linked activities and tasks that promotes the improvement of the teaching-learning process of the discipline of Marxism-Leninism, through the incorporation of Fidel Castro's environmental thinking so that students assume, , based on working with the texts, knowledge systems, and values present in it, the role of ensuring good environmental practice, as professionals and citizens, for sustainable development."

The system of activities implemented made it possible to transform the reality of a teaching-learning process in Marxism-Leninism courses, where environmental education was weak and the potential of Fidel Castro's environmental thinking for its improvement was underutilized, into one in which the proposed goal has been achieved. Today, with very few exceptions, the unity of both in this process is the norm, which has enabled the discipline to make a significant contribution to the quality of the comprehensive training process for future professionals.

## CONCLUSIONS

The potential of Fidel Castro's environmental thinking was identified, highlighting the need to utilize it in the teaching-learning process of Marxism-Leninism courses as a tool to promote a sustainable ecological culture among university students.

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#### CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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#### AUTHOR CONTRIBUTION

*Conceptualization:* Keily Alicia Ramos-Moreno, José Rolando Vázquez-Labrada, Magdalena Moreno-Martínez.

*Research:* Keily Alicia Ramos-Moreno, José Rolando Vázquez-Labrada, Magdalena Moreno-Martínez.

*Data curation:* Keily Alicia Ramos-Moreno.

*Formal analysis:* Keily Alicia Ramos-Moreno, José Rolando Vázquez-Labrada, Magdalena Moreno-Martínez.

*Methodology:* Keily Alicia Ramos-Moreno, José Rolando Vázquez-Labrada.

*Writing - original draft:* Keily Alicia Ramos-Moreno.

*Writing - review and editing:* Yoneisy Abraham-Millán, Rosa María Montano-Silva.