



REPORT

Second Meeting of the Human Resource Development (HRD) in Sport Committee

- a) The Cuban Integrated Model of Sport Development
- b) Revised Draft Regional Strategy for the Development of Sport
- c) Integrated Research Agenda – Youth and Sport

Havana, Cuba
19-23 March 2003

The Caribbean Community (CARICOM) convened the Second Meeting of the Human Resource Development (HRD) in Sport Committee in Havana, Cuba 19–23 May 2003. The Meeting was hosted by the National Institute of Sports of Cuba (INDER)

Background

The Special Meeting of the Council for Human and Social Development (COHSOD) on Sport, held in Barbados in 2001, requested the Human Resource Development (HRD) in Sport Committee to review Cuba's integrated model of Sport Development; and to use the lessons learnt to revise the Draft Regional Strategy for the Development of Physical Education and Sport. The HRD in Sport Committee comprises representation from the University of the West Indies (UWI), the Organisation of Eastern Caribbean States (OECS) Secretariat, the Commonwealth Sport Development Programme (CSDP), the Association of Caribbean Tertiary Institutions (ACTI) and the Organisation of Administrators of Sport and Physical Education (OSCAPE). Specialists in Community development, youth, health and sport also participated in this Meeting.

Strategy

The approach adopted in reviewing the Cuban Integrated Model of Sport Development (ANNEX 1) is outlined below:

- (i) workshops facilitated by Cuban counterparts on integrated Physical Education (PE) and Sport; and on the Development of students/athletes/professors of PE and Sport
- (ii) observation visits to a Day Care Centre, High School, Academy for High Performance Athletes, School for the Disabled, Institute of Sport Medicine, Community Centre (physical activity programmes for the elderly) and the International School of Physical Education and Sport; and
- (iii) interaction with administrators and students.
- (iv) Strategic planning/working sessions

Following is a detailed account of the Cuban model.

THE CUBAN INTEGRATED MODEL OF SPORT DEVELOPMENT – LESSONS FOR THE CARIBBEAN COMMUNITY

The genesis of Cuba's national sports movement is attributed to the first Presidential declaration after the 1959 revolution to the effect that PE and Sport were the vehicles by which individual health, social well-being, intellectual development and the shaping of high performance athletes would be achieved, and by extension national development.

Prior to 1959, there were 609 coaches in Cuba (1 per 10,000 inhabitants), many of whom were under-qualified; and 900 sporting facilities situated mainly in the capital city. Fourteen thousand

students had been exposed to PE in private schools and athletes sponsored their own participation in international championships. No sports equipment was provided to Schools and none was manufactured locally. The national sports movement was developed over time through a comprehensive, research driven and systematic approach to the implementation of PE and Sport for all programmes in day care centers, schools, communities, the workplace and homes.

The Cuban Model has at its core the fundamental belief in the value of PE and Sport as tools for sustainable human and national development. It posits that PE and Sport serve to develop the social, mental, physical and intellectual dimensions of the individual; and in so doing enable the individual to contribute to the development of the state.

In essence, the Cuban Model represents a critical component of Cuba's culture. The sporting/physical education sub-culture functions as the vehicle that shapes each individual into an ideal 'citizen'; and provides the avenue through which the individual is able to develop his/her full potential, and by extension the full potential of the state.

Documented Highlights and Achievements

Statistics indicate concrete achievements in Cuba's PE and Sport Programme. In 1978 Cuba's athletes were ranked eighth in the world, second in the Continent and first in Central America. To date more than 1,492 gold medals have been won in the Central American and Caribbean Games; 649 in the Pan American Games; and 46 in the Olympic Games. Approximately 2 million athletes (23,000 of them in the high performance category) currently participate in 38 sports at the national and international level.

National athletes are folk heroes who receive recognition and rewards for their achievements as well as free medical, social and psychological attention. Intellectual and physical preparation is for life and the foundations of high performance sport are laid in the pre-primary and primary years. Specialised sport training is conducted in 94 Sport academies (2,324 students), 17 sport Initiation schools (1,000–800 students each in 25–30 sports), 14 schools for the advanced training of athletes (6,468 students) and 17 high performance sport centres (12,241 students). All high performance athletes are university graduates and specialists in areas such as law, medicine, construction, teaching, and engineering. Retired athletes receive a high salary for life, as well as social, medical, human and other forms of assistance for themselves and families; and continue to work within the system as activists or volunteers (46,000 currently practicing).

The ratio of physical educators to citizens is 1:318, and the average number of square meters in which each citizen can practice sport is 3.5 meters. 48,000 PE and Sport educators have been trained since 1963. Eleven hundred and thirty two students originating from 68 Asian, Caribbean, African and Latin American countries are currently enrolled in the International School for PE and Sport, making this school a unique world reference institution.

PE and Sport are delivered in homes, the workplace and communities from infancy (0–6 years has 99.5 per cent coverage) to University, and national championships facilitate the identification of sporting talent across the length and breadth of the island. Twenty one per cent of the national adult population, including senior citizens is engaged in physical activity for health, cultural and social purposes. Life quality has increased, life expectancy is 77 and there is equal gender

mortality. Literacy rates and education levels are high and community development is highly specialised and effectively used as a medium for controlling/minimising social problems and promoting the benefits of education and sport.

Young people have little time for anti-social behaviour as their energies are channelled into integrated sport and PE activities in school. They are highly mobilised and active participants in community activist (volunteer) groups. The constitution guarantees all citizens employment and 2 per cent of the labour force by law is made up of the differently able.

Cuba's inter-sectoral sport, recreation and PE programmes are managed by the INDER with an annual budget of Pesos 120M (13 per cent of the national budget). Functions are broad and include building sport and PE structures, coordinating multi-sectoral inputs and generating income through, for example, the export of coaches and control of the national sport manufacturing industry. INDER's CEO holds a Ministerial post and is a member of the Central Cabinet. A staff of 47,656 operates in 169 municipalities and 14 provinces and includes 40,000 athletes (100 per cent university graduates and specialists); 39,000 trained PE and Sport professionals (70 per cent college graduates including Educators, Doctors, sports/life science practitioners and tourism specialists); and 120,000 retired persons serving as volunteers/activists in 29 sports at the community and elementary school level.

Cuba's technical assistance programme has sent 11,000 recreation, science and human resource development specialists to more than 97 countries. One hundred and twenty five cooperation agreements have been signed with, for example, 70 governmental bodies and 31 Olympic committees in 23 countries and five continents. One hundred and twenty Cuban officials are represented on committees of world, regional, continental, Ibero-American and Latin American sporting bodies.

Possible Lessons Learnt from the Cuban Model

The HRD in Sport Committee had no access to information on the weaknesses and challenges inherent in the Cuban model. The essential elements of this model provide a useful lesson for the Community and have informed the revision of the Draft Regional Strategy for the Development of Sport (DRSDS)

Elements of the Cuban Model

(i) A Clearly Articulated Philosophy and set of values

What obtains is an overall philosophy of development to which all sectors contribute. Each citizen is required to internalise and adhere to a clearly identifiable set of cohesive and consistent values which are espoused by Central Government and supported by state institutions. These values are used to inform the identification, acquisition and allocation of human and physical resources and the formulation of human resource development approaches and strategies. Generally speaking, the will of the individual runs second to the will of the State.

(ii) PE and Sport for all

All nationals have the right to participate in sport for the purposes of recreation, health or high ranked performance; and to education, health and employment. PE and sport are integrated and its delivery is closely articulated with health, education, community development, political and cultural approaches. Sport is a core subject on the school curriculum at all levels and is given equal weight with educational objectives. Sporting talent is honed in a series of special institutions and in a highly competitive environment.

(iii) Coordination of Multi-sectoral approaches

Sport and PE are implemented on a multi-sectoral/inter-sectoral basis. INDER has branches at the municipal, provincial and community level, and is responsible for the delivery of all sport and PE functions; and the coordination of all sport related systems, structures and services delivered by political, health, cultural, community development, education and sport agencies and institutions that traditionally function independently of each other. Coordination is achieved through a series of formal coordination agreements at different levels and with different agencies and institutions such as ministries, trade unions, women's federations and Olympic associations. The national budget is allocated to subject ministries as well as inter-sectoral projects.

(iv) Culture

Cuban culture, its way of life, is a fusion of mainly European and African cultures. Every Cuban regardless of age or ethnic affiliation can identify with and draw strength and pride from it. Music, art, history, nutrition and other cultural forms provide the energy that shapes, sustains and drives the philosophy, policies, procedures and practices relating to the use of PE and sport in national development. It is, in effect, the 'glue' that holds elements of the developmental system together.

(v) Mobilisation of Resources

The placement of sport as a national development priority assures the political will to identify, acquire and allocate requisite financial, physical and human resources. For the most part facilities and equipment are adequate if not high tech, and greater priority is given to guaranteeing the quality of human resources and athletes. However, when shortages occur, decisions are made within the context of the priority accorded to the specific sport or aspect of the sport. Emphasis is also placed on optimum use of existing resources and improvisation with regard to equipment.

(vi) Human Resource Development

Cuba attributes her success in health, social well being and high performance sport to systematic, inter-sectoral and evidenced based approaches; scientific research; and the quality and hard work of human resources and athletes. Manpower planning takes place within the framework of the five-year National Development Plan, and there is a continuous cycle of training, continuous assessment, upgrading and retraining of sport, PE and associated professionals at all levels. Activists (volunteers) are widely used in elementary schools and communities. The export of Coaches is a major foreign exchange earner.

(vii) Research and Development.

Research and development play critical roles in the development of new strategies, methodologies and materials; evaluating, treating, and shaping healthy citizens and athletes; and preventing injuries. A national sport medicine institute coordinates research into the prevention of injury and sickness and the evaluation, preparation, treatment and overall orientation of people in general and high performance athletes in particular. Students are among the groups subject to ongoing physical testing against standards and trends developed by the sport medicine institute.

(viii) Community Mobilisation

The community is the medium for marketing the benefits which accrue from the political philosophy, including guaranteed employment; better health, education and welfare; free skills training and opportunities for participation in sport and competitive games. This results in reduced levels of individual stress in struggling to meet social needs and an improved quality of community life. The process of community development is highly specialised and direction and growth are determined by national philosophical principles and underlying values. Problem solving approaches are adopted in the process of community planning.

Conclusion

Several CARICOM documents and initiatives provide the basis for incorporating some of the more relevant lessons learnt from the Cuban model into the Region's integrated sport development programme. These include:

- the CARICOM Charter for Civil Society;
- the Caribbean Cooperation in Health II;
- the Human Resource Development Strategy by which the Future's policy research seeks to establish and implement an inter-sectoral approach to human resource development;
- the 1996 decisions of the COHSOD and the Conference of Heads of Government which endorsed the potential of PE and sport for social, economic, personal and cultural development; and
- the decisions of COHSOD V (2000) to systematically re-introduce PE and sport in schools and promote sport as a tool to address social development issues.

The primary beneficiaries of the Cuba model are individuals from conception to death, but it is the youth who are demographically important (as in the Caribbean) and who will bring national recognition through excellence in high performance sport.

Recommendations

The following strategic actions are proposed to ensure the sustainability of development through sport initiatives:

- (i) Solicit stakeholder feedback on the revised draft DRSDS and develop a regional sustainable development strategic framework which integrates education, health, culture, community development and sport objectives;

- (ii) Design and test multi-sectoral/inter-sectoral projects utilising sport as a development tool and develop a model which can be used by other agencies and institutions;
- (iii) Review the capacity of Community Development departments in the Region to contribute to sustainable development approaches;
- (iv) Develop/strengthen structured approaches to capitalising on the assets of students on scholarship in Cuba and elsewhere such as linking research with national policy formulation; organising community based workshops which they facilitate during the summer holidays (to contribute to the College's practicum requirement); and keeping them informed on regional issues and priorities including the Single Market and Economy, Human Resource Development Strategy and initiatives to develop Sport and Physical Education;
- (v) Increase the level of Cuba-CARICOM cooperation in sport as follows -
 - (a) Provision of technical assistance from the Caribbean with regard to the development of sport tourism and traditional sports such as cricket, netball and football in Cuba; and immersion English language training;
 - (b) Provision of technical assistance from Cuba with regard to the development/adoption/adaptation of nutritional, performance and other standards and trends in the Caribbean; and immersion Spanish language training;
 - (c) Establishment of structured linkages between Universities and colleges in Cuba and CARICOM to their mutual benefit to include joint review and monitoring of the syllabi for PE teachers and coaches and joint development, delivery and certification of courses;
 - (d) Increase in the number of Cuban scholarships available to Caribbean coaches, sport medicine practitioners, sport administrators/psychologists/sociologists, coaches, PE teachers and curriculum specialists at all levels; and the development of bilingual English/Spanish syllabi;
 - (e) Facilitate youth exchanges in the areas of sport and culture.

In the final analysis, citizens of the Caribbean Community should be accorded the right to participate in sport, recreation and physical activity throughout the life cycle for purposes of health promotion, social well-being and/or competition at the high performance level. The next steps will include consultation with Directors of Sport and Youth Affairs and other key stakeholders to refine the outputs of the Second HRD in Sport Committee Meeting, develop a regional strategic framework and implementation plan and identify the modalities for strengthening national approaches to sport and PE; advocacy for the approved RSDS; and project development, resource mobilisation, implementation and evaluation.

The Cuban Integrated Model of Sport Development

Element	Issues/needs	Strategies/Approaches	Supporting Structures, Tools	COMMENTS
1959 Socialist Revolution	<p>Identifying alternative models of development in a hostile environment.</p> <p>Increasing national levels of productivity in the shortest possible time with limited resources</p> <p>Creating the ideal Cuban citizen – one who is physically, morally and psychologically ready to face the challenges of a contemporary life</p>	<p>Presidential statement declaring Physical education and sport as vehicles for personal, social, economic, cultural and national development; and vowing to take the movement as far as it would go</p> <p>Design of comprehensive, systematic and multi-sectoral strategies</p> <p>Creation of a Sports General Division (1959)</p>	<p>One Party State consolidating political will, health, education and community structures and systems.</p> <p>Sport for all policy</p>	<p>Prior to the 1959 Revolution there was no national sport movement.</p> <p>The humanistic revolution aims to provide equity and justice for all.</p>
Philosophical principles/ underlying values	<p>Optimising the development potential of Physical Education (PE) and sport.</p> <p>Creating a national sports movement</p> <p>Establishing and maintaining the links between political, health, cultural, community development, educational and sport systems and structures</p>	<p>Introduction of a comprehensive, systematic and curriculum driven programme of physical activity and sport within academic institutions, homes, the workplace and communities.</p> <p>Instilling a clearly identifiable set of cohesive and consistent values to guide human resource development approaches/strategies.</p> <p>Core values espoused by Central Government and supported by state institutions</p> <p>Systematic community development</p>	<p>National, provincial, municipality and community structures and programmes</p> <p>National Institute of Sport, Physical Education and Recreation (INDER)</p>	<p>Community development is the medium for promoting the philosophy and benefits of sport</p>
Integral culture	<p>Establishing and maintaining the links between political, health, cultural, community development, education and sport systems and structures</p>	<p>Integration of music, art, physical, political history, nutrition and other forms of culture</p> <p>Value accorded to PE, sport and national athletes as income-earners and role models</p>	<p>Community development facilities and structures</p>	

Element	Issues/needs	Strategies/Approaches	Supporting Structures, Tools	COMMENTS
		<p>Mass socialisation at all levels</p> <p>Use of symbols to reinforce core values such as teamwork, sacrifice, commitment and hard work</p>		
Building the national Sports Movement	<p>Instilling a PE, recreation and sports culture for national development</p> <p>Integrating political, health, culture, community development, education and sport systems and structures</p> <p>Mobilising financial, physical and human resources</p>	<p>PE and sport on the core curriculum of all schools</p> <p>Development of physical infrastructure</p> <p>Identification/shaping of high performance athletes; Human resource development</p> <p>Social, medical and other forms of assistance for active/former athletes and their families</p> <p>Development of an activist (volunteer) movement</p> <p>Technical innovation and management by objectives</p> <p>Importation of raw materials and creation of a sport manufacturing industry</p> <p>People participation in sport development and organisation</p>	<p>Sport medicine system</p> <p>Institutions for specialist groups including the differently able</p> <p>INDER (created in 1961)</p> <p>Sports tourism systems</p> <p>Physical culture gymnasias and therapeutic areas; rural resorts</p> <p>Work centres</p> <p>Community sport complexes</p> <p>National and international championships</p> <p>Sports volunteer councils</p>	<p>Professional sport was eliminated in 1960.</p> <p>INDER creates, guarantees and fills 80% of the market for the sport manufacturing industry</p> <p>The community assists in the (minimal) care and maintenance of its sport facilities</p> <p>Objectives of sport for all are health promotion, recreation or high performance sport; establishment of supportive legislative framework</p>
<p>The right to Sport and Physical Education</p> <p>“I want to win, but if I cannot I want to be courageous in the attempt”</p>	<p>Fostering social, mental and physical development</p> <p>Channelling the excess energies of youth into socially acceptable pastimes</p> <p>Evaluation, preparation, treatment</p>	<p>Sport for all programmes.</p> <p>National trends and standards (eg., nutrition, height, weight, strength and performance)</p> <p>Continuous evaluation of sporting talent</p> <p>Special training programmes, instructors and</p>	<p>National fitness plan</p> <p>medical support (eg., sport doctors, massage therapists, psychologists)</p> <p>Nutrition and Sport medicine Institutes and anti-doping</p>	<p>Sport is mandatory, but students have a choice in the type selected</p> <p>The development of an elite athlete takes approximately 8 years</p> <p>Work centres carry out sport</p>

Element	Issues/needs	Strategies/Approaches	Supporting Structures, Tools	COMMENTS
	<p>and overall orientation of people and high performance athletes; and prevention of injury</p> <p>Establishing and maintaining the links between health, culture, community development, education and sport systems and structures</p>	<p>methodologies for each level of specialisation, including the differently able</p> <p>Scientific application and Research into the development of high performance athletes</p> <p>Labour gymnastics in the workplace to improve efficiency and alleviate fatigue</p> <p>Tai chi, yoga and other imported strategies for the general population</p> <p>Built-in rewards, incentives and continuous care for national athletes</p> <p>Maintenance of a statistical database</p>	<p>laboratory</p> <p>210 work centres each with 100 workers</p> <p>A network of provincial sport academies, Initiation schools; high performance sport centres and schools for the advanced training of athletes</p> <p>Primary and secondary school championships</p> <p>National and international competitions</p>	<p>and PE exercises through sport and physical culture, gymnastics, recreation, sports tourism, etc</p>
HRD	<p>Projecting manpower needs and ensuring that they are met in a timely fashion</p> <p>Establishing and maintaining the links between political, health, cultural, community development, education and sport systems and structures</p>	<p>Manpower planning within the framework of the 5-year National Development Plan</p> <p>Training, continuous assessment and upgrading of sports and PE professionals at various levels</p> <p>Widespread use of activists</p> <p>Annual evaluation of teachers' competence</p>	<p>56 Universities</p> <p>Specialist institutions, including the International School for PE and Sport and High Performance institutes</p> <p>Sport medicine institute</p> <p>Research and development of innovative materials, methodologies and tools</p>	<p>Activists are retired athletes serving as coaches/PE teachers in elementary schools, the work place and communities</p> <p>Coaches and PE teachers are trained as generalists – specialization occurs at the graduate level</p>
Right to Education	<p>Optimising intellectual capacity for national development</p> <p>Removal of psychological and</p>	<p>Education for all, regardless of age, race or social/mental/ physical status</p> <p>Access to free education for all citizens from</p>	<p>409 special schools with specially adapted computer hardware and software</p> <p>National academic curriculum</p>	<p>Each individual in the school system goes through a diagnostic evaluation and is evaluated by objectives</p> <p>Average teacher student ratio</p>

Element	Issues/needs	Strategies/Approaches	Supporting Structures, Tools	COMMENTS
	<p>architectural barriers for the differently able</p> <p>Establishing and maintaining the links between political, health, cultural, community development, education and sport systems and structures</p>	<p>childhood to University</p> <p>Preparing differently able children for life and family</p>	<p>from pre-school to university that is equal in importance to the sport curriculum at all levels (PE and sport content varies according to the institution)</p>	<p>is 1:20 primary; 1:40 high school. The aim is to reduce the high school ratio to 1:15 and re-train teachers as specialists</p>
Right to health from conception to death	<p>Developing healthy citizens, schools, communities and cities for national development</p> <p>Establishing and maintaining the links between political, health, cultural, community development, education and sport systems and structures</p>	<p>Declaration of PE and sport as a right, regardless of age, race or social/mental/physical status</p> <p>Use of sport as a factor in treatment of asthma, diabetes, hypertension and other illnesses; in mental recovery; and in physical rehabilitation</p>	<p>Community health centres</p> <p>PTAs, day care and work centres</p> <p>Institute of Sport Medicine</p> <p>Medical support team</p>	<p>Community health centres are staffed with, <i>inter alia</i>, one doctor per 127 families/600 persons), nurses, coaches, psychologists, school teachers, physiotherapists, PE instructors and activists</p>
<p>Community mobilisation</p> <p>Minimising/controlling social problems. Focus on the community as the executive arm of government programmes</p>	<p>Marketing the benefits which accrue to individuals and communities from a political philosophy that values sport for all</p> <p>Minimising/controlling social problems</p> <p>Establishing and maintaining the links between political, health, cultural, community development, education and sport systems and structures</p>	<p>Focus on the community as the executive arm of government programmes</p> <p>Problem solving approaches to community planning</p> <p>Adoption of philosophical principles and underlying values to determine community direction and growth</p> <p>Guaranteed access to health, education, welfare and other benefits throughout the life cycle</p> <p>Mass sensitisation and mobilisation strategies</p> <p>Community activism/volunteerism</p>	<p>INDER</p> <p>A well-articulated political machinery</p> <p>An extensive network of community groups, including Committees for the Defense of the Revolution</p> <p>Community structures and facilities including sports, health and nutrition centres and schools</p> <p>Extensive inter-sectoral</p>	<p>Change is engendered through highly trained experts and skilled planners</p> <p>The benefits of political philosophy include better health; guaranteed free health, welfare, education, skills training and employment services; opportunities for participation in sport and competitive games; minimisation of individual stress in addressing social needs; and improved quality of community life</p>

Element	Issues/needs	Strategies/Approaches	Supporting Structures, Tools	COMMENTS
			service delivery networks	
Inter-sectoral approaches	Coordinating the integration of the services of Ministries that traditionally function independently of each other (including education, health and community development)	<p>Distribution of human and material resources to each territory in accordance with the national development plan and intended objectives.</p> <p>Monthly meetings with each institution to monitor progress with working agreements and refine tasks to be performed.</p> <p>Assessment of working agreements internally and with partner institutions every 2 months</p>	<p>INDER</p> <p>Coordinating agreements with ministries, trade unions, women's federations, committees for the defense of the Revolution, etc</p> <p>Annual budgets allocated to subject ministries</p> <p>Separate budget allocated for multi-sectoral/inter-sectoral projects – competitive bidding for these funds</p>	Coordinating agreements are joint resolutions which define the actions and tasks of each institution

