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Stories and educational memories of a socialist republic.

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Introduction

The research focuses on the history of the Cuban school starting from the day after the revolutionary victory (1959), up to the so-called "special period" (the nineties), a decade of undoubted interest and great changes for the Caribbean Island, also reflecting the radical change in the international scene after the end of the Cold War. I will use school memories, which I'll collect through a large number of video interviews with former students and former teachers of schools of La Habana, to enlarge the interpretative field of school policies.



Method

The method in historical-educational research makes use of the methodologies and techniques of historical research and sciences of education more generally. In this project I made use of the oral history and public history approach, archive research and the study of existing literature. Finally, I will not fail to contextualize the Cuban case with the more general one of the history of school and pedagogy.

Expected results and future perspectives

The results of the research, considering the almost initial level of the work at this moment, could offer contributions on two fields of educational sciences:

1. the historical-educational one, in which the outputs could contribute to the widening of the interpretative possibilities on the history of Cuban school and open new questions on the topic;
2. that of comparative pedagogy, the results of which could be compared with the Italian context to strengthen school and educational policies through state interventions.



Research question and aims

Build a picture of how far (and if) the "real school" in Cuba differs from the "legal" one, using the interpretative category of school memories.

Transversal objectives with respect to the reconstruction of the history of the Cuban school:

- explore the integration between education and the socialist political system established by Castro and the rebels after '59;
- establish how much the education system has taken into account the socio-economic conditions of the country during the following decades;
- verify whether the education and training system has remained faithful or not to the revolutionary line over the decades;
- examine how much education and training have influenced the survival of the communist ideology on the island and the economic self-sufficiency imposed by the US embargo;
- move within the context of that debate on Marxist pedagogy, which saw its most flourishing period in Italy between the 1960s and 1980s;
- Create an online open access database of video-interviews, structured in line with the approaches of Digital Public History.

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